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AUTHOR Gorham, Joan
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ABSTRACT

This report consists of a review of research on the effectiveness of instructional media as well as lists of resources for use in adult education courses. Following a discussion of the nature and scope of available research on instructional media for use with adults, a series of 21 conclusions are drawn concerning the objectives, audience, content, and presentation analysis of such media resources. Presented next is an annotated bibliography of six locally produced and 44 commercially available sound filmstrips, films, and videotapes dealing with such topics as management, leadership, learning disabilities, time management, decision making, career development, aging, productivity, goal setting, personality theories, and life planning. Concluding the report is a brief bibliography of catalogs, indexes, and guides to educational media that are relevant to adult education courses. (MN)

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Resources for Instruction in Adult Education Courses

Media Resources

Joan Gorham
Northern Illinois University

U.S. DEPARTMENT OF EDUCATION
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prepared for
The Task Force on Instructional Improvement
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INTRODUCTION

This project was undertaken as a part of the 1982 program of the Task Force on Instructional Improvement of the Commission of Professors of Adult Education. On the basis of a January 1982, report to all Commission members by Task Force Chair Rosemary Caffarella, information regarding recommended media resources was solicited in April from all individuals indicating a willingness to/interest in sharing such information. Annotations appearing in the resulting "mediaography" of recommended titles were, for the most part, drawn from the Northern Illinois University Film Catalog, the Educational Film Locator of the Consortium of University Film Centers, and CRM McGraw-Hill publicity materials. The list of recommended media resources includes rescources noted in materials submitted for previous Task Force analyses of the Adult Learning, Program Planning, and Administration/Management Core Courses.

Other than the Maryland Tape Series (Basic Education: Teaching the Adult), which is designed for use as a three (3) credit course, there was no indication that courses or substantial parts of courses have been adapted to primarily media formats.

Although information was specifically requested regarding locally produced media used in Adult Education courses, there seems to be little activity in this area outside of OISE. This is unfortunate, particularly since there is little commercially available media directly related to Adult Education other than Adult Basic Education (e.g., there are numerous films on management, few if any on educational management or management specifically related to Adult Education programs). My guess is that there are a number of locally produced audio and videotapes in use at various institutions which were not considered "slick" or professional enough for sharing.

The following report includes three sections:

A. The Effectiveness of Instructional Media: Review of Research

B. Media Resources Recommended For Use In Adult Education Courses

   Locally Produced
   Commercially Available

C. Additional Resources

A. The Effectiveness of Instructional Media: Review of Research

At least four major elements should be considered in discussing the educational effectiveness of instructional media:

1. The end purpose, or objective, for which the media was produced and the specific objective(s) for its use.

2. The characteristics of the audience or individuals which might affect the reception. This includes attitude toward the class or subject and learning style.

3. The content, structure and quality of the media itself.

4. The context of presentation. This includes related instructional experiences, the teaching procedures accompanying the presentation, and the physical and social circumstances of the presentation.

The first large scale research on the educational impact of media (film) was undertaken in 1919 by Karl Lashley and John Watson of the Psychological Laboratory of Johns Hopkins University under a $6600 grant from the U.S. Interdepartmental Social Hygiene Board. The film selected for study was entitled Fit to Win, a 6 reel, 35mm film prepared for general public exhibition from the original World War I military version Fit to Fight. The film was primarily a dramatic treatment of the consequences of venereal disease and of continence on the various characters in the drama. The setting was World War I, the characters military personnel. Factual information on venereal disease was included; the primary appeals of the film were to fear, the desire for social acceptance, and to parental hope and affection.

In the experiment, the film was shown to approximately 5,000 people. Results were tested by questionnaires, interviews with thirty-five men from 6-18 months after the film showing, pre tests from approximately 425 individuals and post tests from 1230. The experimental population included a medical group, an executive and clerical group, a group of literacy club women, a mixed audience of male and female youths and adults, and separate groups of male streetcar company employees, merchant sailors, and soldiers.

In general, the film was found to convey information well. No adverse emotional effects were detected. There seemed to be an immediate reaction of fear and a temporary resolution of continence, however no effects on inhibition to exposure to venereal disease were found to follow the showing. A few infected men sought medical advice following the film. Some already knowledgeable and continent persons seemed motivated by the film and requested repeat showings and pamphlets following the film.

The small amount of data on retention of information suggests that the main facts of the film were remembered up to five months later, but no enduring effects on behavior with reference to the source or prevention of venereal

disease infection were discovered.

(Charles F. Hoban and Edward B. Van Ormer, Instructional Film Research 1918-1950. New York: Arno Press & The New York Times, 1970)

The findings of the Lashley-Watson study have been confirmed repeatedly in subsequent research. Motion pictures are effective as a means of widespread information dissemination, however there is little evidence that a single motion picture can be effective in changing behavior on a long term basis. This is not, however, to say that the use of media can not affect behavior, particularly group interaction, on an immediate basis.

In a 1981 study prepared by the Wharton Applied Research Center (University of Pennsylvania) under a grant from the Audio Visual Division of 3M, convincing evidence was found that audio visual aids - specifially overhead projection - have significant influence on the dynamics of business meetings. A larger percentage of the decisions made agreed with the presentations supported by the use of overhead projections than with presentations without visual aids; the use of visual aids had a strong effect on the participants' perceptions of the presenter; decisions were reached more quickly following visually aided presentations; interaction among participants increased when visual aids were used, and group consensus was reached 21% more often (58% versus 79%) when overhead projection was used in presenting information.

The literature fails to reveal conclusive evidence that any one form of visual aid is more effective than another. Studies have made comparisons among media along various dimensions, however valid comparisons are not possible unless material equivalent in content appears in all media being compared. In general, each medium has unique characteristics which should be evaluated in terms of the learning objectives for which it is best suited.

Other relevant research has concluded that:*

1. The general information of children and adults is increased by information correctly shown in films.

2. General information incorrectly presented by visual aids is frequently accepted unless the incongruity is very apparent.

3. Retention of specific incidents in films is high over a long period of time.

4. On some individual items, retention of knowledge from films was higher 1½ or 3 months after the viewing then it was the day after.

* Although many of these studies analyzed the effect and effectiveness of films, the findings can in most cases be generalized to include videotapes and other audio-pictorial media.

5. The immediate influence of films on facts retained differs greatly among individuals.

6. When films merely repeat material presented by the instructor or the text, they seem to contribute little to the actual learning. When they are used to supplement and reinforce teaching, their effectiveness is more pronounced as an aid to retention than to immediate learning.

7. The social environment of the audience and the prior attitudes of perceiving individuals have a marked influence on educational effectiveness of media used.

8. Use of instructional media appears to motivate interest in the subject matter being taught.

9. Films reduce instructional time with little or no sacrifice in instructional results.

10. The effectiveness of instructors of average and below average ability can be improved by use of instructional media.

11. Effective films used without other instructional materials are approximately equivalent to an instructor for presentation of facts and demonstration of concepts — and they do so in substantially less time. Films alone do not stimulate learner interest as well as a human instructor.

12. There is a fairly high positive correlation between intelligence and learning informational material from pictorial-verbal media. This relationship seems to exist throughout the public school years and at least into early and middle adult life. The relationship has not been investigated for persons in their late adult years.

13. More intelligent persons usually know more about the topic at the start, make greater absolute gain through a pictorial-verbal media presentation, and maintain their superiority at the end.

14. In some cases, but not all, teaching with audio-visual media seems to bring about a greater increment in learning among those of lower intelligence than it does among those of higher intelligence. However, this greater increment does not increase their total learning to the extent that it surpasses that of average or superior groups. (Note: may be related to learning style and traditional assessment of "intelligence"! J.G.)

15. The studies made with retarded pupils and semi-literate adults indicate that suitable films can bring about a definite increment in learning for these groups.

16. Sound films may definitely facilitate the learning of individuals whose reading comprehension is significantly lower than their listening comprehension.

17. Some perceptual and other specialized learning abilities develop with increased practice in observing and learning from films, and this ability helps the individual to learn more from future instructional films.

18. The effectiveness of films, slides, filmstrips and videotapes should depend primarily on the strength of the visual presentation and secondarily on the accompanying oral language. Certain types of film commentary may actually interfere with rather than facilitate learning from pictures.

19. No significant difference in learning has been found between films using "relevant" attention-gaining devices and those not using such devices. "Irrelevant" attention-gaining devices, particularly sound devices, detract from film effectiveness. "Irrelevant" visual attention-getting devices call attention to themselves more than any other group, thus supporting the hypothesis that visuals have primary impact in a film and sound has secondary impact.

20. When an instructional film gives the audience a learner's-eye view rather than a bystander's view, more learning is likely to take place.

21. The greatest learning increment results after a second showing of a film. Thereafter, additional showings have little effect.

B. Media Resources Recommended For Use In Adult Education Courses

Locally Produced

Ontario Institute for Studies in Education (For further information contact Reg Herman, OISE, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6)

1. The Design of Self-Directed Learning (3 videotapes and a handbook) Ginny Griffin, Allen Tough, Bill Barnard, Donald Brundage. Presents three models of self-directed learning appropriate in post-secondary schools. Titles are "Learning Transitions" (17 min.), "Elements of the Design" (22 min.), "Tip of the Iceberg" (27 min.). 1980.

2. Innovations for Learning (16 mm, 25 min.) A comparative study of two highly innovative professional schools - McMaster Medical School and

University of Toronto Department of Architecture, both of which threw out courses, lectures, exams and grades for problem-based, self-directed learning. 1973.

3. Reservations, a Human Relations Program for Communities. 1981

4. Roby Kidd and the Heritage of Adult Education (videotape, two 30 minute programs - University of Guelph and OISE) Historical analysis of four major Canadian Adult Education programs: Frontier College, the Antigonish Movement, National Farm Radio Forum, and Citizen's Forum. 1982.

5. Teaching Adult Basic Education (4 videotapes) An orientation resource for new ABE teachers. 1977.

University of Minnesota, Harlan Copeland, 175 Pick Hall, University of Minnesota, Minneapolis, MN 55455

6. A videotape on the Nominal Group Process as a needs assessment technique.

Commercially Available

1. Achievement Skills: Reaching Your Potential (sound filmstrip program: Sunburst Communications) This program challenges the long-held, conventional idea that low achievement patterns are irreversible. It proposes that motivation to excel is learned behavior, that achievement skills can be developed. It identifies the development of such skills as a major factor in helping individuals reach their potential.

2. Aging (16mm: McGraw-Hill. 20 min.) Three interviews with older people demonstrate common patterns of aging. First the "activity" theory: remain active, seek new friends and interests. Second, the "disengagement" theory or "rocking chair" approach to aging. Third the "holding on" pattern: keep up with the pressures and drives of earlier life for as long as you can. 1973

3. Art of Age (16mm: 27 min.) Four elderly citizens discuss their reflections on life as visuals reveal their daily activities demonstrating the philosophy that "One is under an obligation to live as long as one is living." A former businessman talks about volunteering in a neighborhood school; a retired mailman divides his time between fishing and working at a Watts community center; a woman artist devotes herself fully to sculpturing; an elderly woman regards her bone disease as "rather inconvenient" and goes about her household tasks with dignity and optimism. 1972

4. Basic Education: Teaching the Adult (video tape series. Thirty 30 minute tapes) Developed as a three-credit college credit course for new teachers or staff members of ABE programs, or for use in inservice training. Produced by the Maryland State Department of Education, Division of Instructional Television, 10317 Reisterstown Road, Owings Mills, MD 21117. 1975

5. Breaking the Delegation Barrier (16mm: Roundtable Films. 29 min.) Demonstrates in three events how fear of delegation was overcome and how the process of delegation succeeded in benefiting the company, the supervisors and the workers. 1961

6. Career Development: A Plan for All Seasons (16mm: McGraw-Hill. 26 min.) If managers hope to retain top-potential people, career development programs are a must. Employees today expect their future growth and goal patterns will be incorporated into an organization - and if that expectation proves false, research shows they will leave more readily than if they were dissatisfied with a present position or supervisor.

   The needs of the individual and the organization can be coordinated, however, and can be combined in a very positive manner. This film shows the reasoning behind career development programs and pinpoints the ways one major convenience food company is assisting its employees in career planning, and is coaching them toward mutual goal-setting with supervisors and fellow employees. 1978

7. Concepts of Management (16mm: American Management Associates: 30 min.) Demonstrates the five distinct functions present in every management job, large or small, and shows how intelligent application of them results in better management. 1974

8. Decisions (16 mm: McGraw-Hill. 28 min.) By making viewers aware of the emotions that can be involvvd in important decisions, this film prepares them for the anxiety that may be ahead and teaches the self-confidence that is necessary for making decisions in a rational, orderly way. 1981

9. Delegating (16mm: McGraw-Hill. 30 min.) Delegating examines this issue through a variety of entertaining scenarios, making viewers aware of some of the hidden traps in delegation, as well as providing basic steps for managers that can ease his or her workload, improve the finished product and build a stronger, more efficient department. 1980

10. Don't Stop the Music (16mm: U.S. Department HEW. 18 min.) Discusses the positive aging process. Available for cost of postage from North Texas State Center for Aging, Media Library, NTSU Station, P.O. Box 12898, Denton, TX 76203. 817-788-2691

11. The Educative Community Videotape used by R. Hiemstra in program planning/curriculum development course.

12. Everybody Rides the Carousel (16mm: John Hubley/Pyramid; Part I, 24 min.; Part II, 21 min.; Part III, 29 min.) Uses animation combining vignettes of social interaction with the symbolic "stages" in Erik Erikson's theory of personality development. Part I covers the newborn, trust versus mistrust, the toddler, autonomy versus shame and doubt; and childhood, initiative versus guilt. Part II covers school age, competence versus inferiority; adolescence: leader versus dreamer; and young adulthood, love and friendliness versus isolation and loneliness. Part III covers adulthood and middle age, generativity versus stagnation; and old age, integrity versus despair. 1975

13. Finding Time (16mm: McGraw-Hill. 29 min.) A "displaced point" person will invariably arrive early for an appointment, while a "diffused point" person will be anywhere from fifteen to twenty minutes late, but will also think of himself as punctual. Such variations in the definition of "being on time" are quite common, even within small organizations. And recognition of these differences must be made and accounted for if orderly work is to be done. Besides illustrating common personal adaptations to time scheduling like the above, this film gives a set of specific "how-to" plans (such as blocking) for leaders to use in managing their time, and their subordinates' times as well. 1980

14. Future Shock (16 mm: McGraw-Hill. 42 min.) A classic, this film shows the changes that are occurring all around us, and what the future can hold for those who keep pace. 1972

15. Group Dynamics: Groupthink (16mm: McGraw-Hill. 22 min.) "Groupthink" is a term coined by Dr. Irving L. Janis to describe the process whereby groups generate bad organizational decisions. This film is a startling portrayal of the multiple motives and conflicting communications that can produce "groupthink" and a clear explanation of how its pitfalls may be avoided. Using a company management meeting as vivid illustration, the film shows that meaningful decisions cannot be made if the group members are more concerned with their own interactions than with solving the problem at hand. 1973

16. Guilty Madonnas (16mm: McGraw-Hill. 51 minutes, 2 parts) This revealing documentary discusses contemporary studies that show day care centers can have a very positive influence on a child's social and personal adjustment while allowing a mother to pursue her work ambitions . . . if she can accept the fact that another person may be qualified to help raise her child. 1981

17. Helping: A Growing Dimension of Management (16 mm: McGraw-Hill. 30 min.) This non-narrated film explores ongonig formalized mentoring programs at Hughes Aircraft and Glendale Federal Savings where mentors and their subordinates explain the benefits and overall impact these programs have had on their organizations and their own careers. 1979

18. Leadership: Style or Circumstance (16mm: McGraw-Hill. 30 min.) This film describes two broad categories of leaders: those whose forte is relating to people, and those who are strictly task-oriented. Interviews with the presidents of large organizations prove that either style can be highly effective if the correct matching of leader to situation is made. It is important that top executives and training directors be aware of their leaders' management styles in order to determine where that person will best fit, and be most valuable. "Leadership" can help leaders make such decisions. 1975

19. The Learning Disabled Adult (three films) Indiana State Department of Education

20. Making Human Resources Productive (16mm: BNA Communications. 30 min.) Saul Gellerman and M. Scott Meyers discuss the procedures involved in job enrichment, a process designed to eliminate as many tiresome aspects and add as many stiumlating aspects as possible to jobs. The effects are illustrated in dramatic episodes as job enrichment brings out the managerial potential in every employee. 1971

21. Management by Example (16mm: BNA Communications. 25 min.) Defines tough-mindedness in Batten's terms. Strike a piece of granite and it will break because it is hard, cold, brittle. Stike leather and it scarcely dents; it is warm, resilient, but tough. So the tough-minded manager is not solely a disciplinarian but one whose primary drive is to build himself, his organization, and his employees. 1969

22. Managing Time (16mm: Bureau of National Affairs. 22 min.) Through a combination of drama and discussion, this film asks, "why does every executive complain that there aren't enough hours in a day?" Peter Drucker gives time management tips. 1968

23. Managing Under Pressure (16mm: Bosustow, Steven, Productions. 15 min.) Combines live action drama and animation in following a manager through his exploration of intense personal and professional conflicts and the alternatives available to him. 1977

24. Memory (16mm: McGraw-Hill. 30 min.) Short-term, long-term and sensory memory are all described in this film, but concentration centers on improvement of long term memories, the one used most by managers. Viewers are provided with instruction for proven methods of categorizing and referencing of memories in order to facilitate fast, efficient recall. Organization of information is shown to be the most important key to any memory system, and lively examples from yesterday, today and the probable future drive this point home. 1980

25. Motivation in Perspective (16mm: BNA Communications. 22 min.) Compares and contrasts the application of behavioral science to the nature of employees and management. Discusses the nature of motivation and productivity as it pertains to management. 1969

26. OK To Be Old: Approaches to Aging (Sound filmstrip program: Sunburst Communications) This program introduces and sensitizes students to the realities of being old in America. It corrects many prevalent misconceptions about this diverse age group. Through several live interviews, students discover the growing number of options in such areas as working, housing, recreation, medical care and community involvement.

27. Personality Theories: Explaining Who We Are (sound filmstrip program: Sunburst Communications) This program uses theory, experiments and true-to-life examples to show how personality theorists explain human behavior. It examines psychoanalytic and behaviorist theories of personality and discusses the development of personality during adolescence.

28. Productivity and the Self-Fulfilling Prophecy: The Pygmalion Effect (16mm: McGraw-Hill. 30 min.) This film shows that the Pygmalion Effect is an inescapable fact of organizational life. Viewers will be provided with the means for identifying negative Pygmalions and be shown simple steps in creating more positive Pygmalions. 1975

29. The Rest of Your Life! (16mm: Journal Films. 27 min.) Discusses pre-retirement planning to make these years financially secure and personally satisfying. 1966

30. Sound of My Own Name (16mm: U.S. Department of HEW. 30 min.) Tells about the first self-motivated ventures into education of four totally different adults: Roberta (of the Rochambeau - Learning Center, White Plains, NY); Beverly (who lives in Appalachia and has eight children); Buford (a feed lot manager persuaded by his wife to go to school); and Wenceslan (a Cuban in a factory-based ESL program). 1974

31. Staffing for Strength (16mm: Bureau of National Affiars. 30 min.) Through a combination of drama and discussion, Peter Drucker points out that no executive has ever suffered because his subordinates were strong and effective. The effective executive makes big demands but enables subordinates to rise to meet those demands. 1968

32. The Time of Your Life (16mm: 26 min.) Based on Alan Lakein's best-selling book How to Get Control of Your Time and Your Life. Stars James Whitmore. Teaches time management. 1974

33. Theory X and Theory Y - The Work of Douglas McGregor (16mm: BNA Communications. 50 min., two parts) Part I: Description of the Theory; Part II: Application of the Theory. 1969

34. To Live To Be 140: Extending Our Biological Limits (16mm: Document Associates. 24 min.) Dr. Alexander Leaf examines the striking differences in growing old by interviewing the inhabitants of Vilcabamba, Ecuador - where nine of the eight hundred people are over 100 years of age. 1975

35. Transitions: Letting Go and Taking Hold (16mm: McGraw-Hill. 23 min.) The intent of this film is to examine the psychological and structural interrelationships of coworkers affected by job transitions. 1981

36. Until I Die (16mm: Video Nursing Inc. 29 min.) On E. Kubler-Ross's stages of grieving (denial, anger, bargaining, depression, and acceptance). Available for cost of postage from North Texas State Center for Aging.

37. What Man Shall Live and Not See Death? (16mm: Films, Inc., 57 min., two parts) There is a "conspiracy of silence" surrounding the subject of death. Through conversations with doctors, clergymen, terminally ill patients, and bereaved people, the silence is lifted. An NBC news film on death and how Americans deal with it. 1971

38. What You Are Is Where You Were When (16mm: Magnetic Video. 90 min. two parts) Dr. Morris Massey's presentation looks at values, relating to people, how people "got that way" through key world events occurring in formative years. 1976

39. What You Are Isn't Necessarily What You Will Be (16mm: Magnetic Video. 61 min., two parts) Sequel to the above. Morris Massey profiles two generations within our society, "traditionalists" and "rejectionists." He focuses on why the value of work, job commitment, and individual performance varies with age groups, and how significant emotional events can change gut-level values. 1979

40. Who Did What to Whom? (16mm: Research Press Company. 17 min.) Surveys a "highly effective training program" through 40 short scenes, each followed with five seconds of leader so the projector can be stopped for discussion. Illustrates reinforcement, punishment, extinction. 1972

41. Who Remembers Mama? (16mm: Media Projects, Inc. 5215 Homer, Dallas, TX 75206) Used in Adult Development and Learning Course.

42. Why Man Creates (16mm: Pyramid Films. 25 min.) Eight separate and distinct episodes, each of which explores some facet of man's drive to be creative. A historical overview of his accomplishments, the origination of new ideas, the creative process, and aesthetic criticism. Visualizes the birth of new ideas and social reactions to them. 1968

43. Women In Management: Threat or Opportunity (16mm: McGraw-Hill. 26 min.) The documentary style of this film presents sharply etched scenes that draw viewers into problem-solving discussions. Through interviews and discussions, the film shows how the Weyerhaeuser Lumber Company has developed successful methods for resolving dilemmas faced by both male and female employees as women rise in organizational structures. 1975

44. You Can Surpass Yourself (16mm: Ramic Films. 30 min) A motivational film which explores the learning process in concrete human terms. After discussing the subtle and complex concepts involved, Dr. Eden Ryl demonstrates by accepting a challenge to shatter an aspirin tablet with a rifle bullet, despite the fact that she has no skill, experience or talent with shooting. 1975

C. Additional Resources

1. Axford, Roger. Adult Education: Open Door to Lifelong Learning. Halldin, 1980. "Aging" Chapter: list of suggested films.

2. Aging: A Filmography, by Judith Trojan. Educational Film Library Association, 43 West Sixty-first Street, New York, NY 10023. 1974. $2 prepaid. 16p.

   A comprehensive, critically annotated list of approximately 150 films for and about the aging individual.

3. AOA Catalog of Films on Aging. Administration on Aging, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

   An annotated list of films, filmstrips, slide sets, plays and state television series of interest in the broad field of aging and currently available from government and nongovernment sources. Subjects include: health care, nutrition, safety, health rehabilitation, income, living arrangements, retirement preparation, retirement roles and activities.

4. Guides to Educational Media. Published every couple of years by the American Library Association. Lists several hundred sources like the two preceeding.

5. Educational Film Locator of the Consortium of University Film Centers, New York: R.R. Bowker, 1978.

   Complete listing of University film libraries, lending policies of each, subject-title-audience level index for locating films and an alphabetical filmography of all titles held by and available through consortium libraries. Annotated with content descriptions for each film as well as a listing of which universities have each in their rental collection.

6. Index to 16mm Educational Films. National Information Center for Educational Media, University of Southern California, University Park, Los Angeles, CA 90007. Revised biennially and supplemented in alternate years by NICEM Update of Nonbook Media.

   A standard library reference; Computer searches of the NICEM data bank are also available. Note that mosts of the titles catalogued under "Adult Education"are ABE related; look under related descriptors (e.g., history, personnel management, vocational education, human behavior). 100,000 plus titles indexed and described.

7. Index to 35mm Educational Filmstrips. National Information Center for Education Media (see above)

8. North Texas State Center for Aging, Media Library, NTSU Station, P. O. Box 12898, Denton, Texas 76203. 817-788-2691. Provides use of films for cost of postage and insurance. Write for complete film listings.

9. Sive, Mary Robinson. Selecting Instructional Media. Littleton, Company: Libraries Unlimited, 1978.

   Comprehensive annotated listing of 428 selected published lists of audio-visual and other instructional media; by subject and by media. Includes lists of films, graphic materials, microforms, simulation games, slides, television programs, video recordings.